



Unit 2: Worldwide Travel and Tourism Destination

Delivery guidance

This mandatory unit gives you the opportunity to stimulate your learners' interest as they broaden their knowledge of worldwide travel and tourism destinations, perhaps in preparation for a career in the travel industry, or as leisure or business travellers in the future.

You will be giving learners the tools they need to develop their awareness of the traveller's world by knowing locations and differentiating between the appeal of worldwide travel and tourism destinations. They will make travel plans for customers with differing needs and make informed travel choices on where and how to travel. This is while also understanding the many factors and trends that influence the popularity of worldwide travel and tourism destinations and why this may change over time.

Learners will have opportunities to develop and improve their research skills and learn which are the most appropriate research sources. They will work collaboratively with others to apply their knowledge. There are opportunities within the delivery of the unit to develop practical activities that could be carried out in a vocational context and be linked to other units – for example, developing customer service skills when working in tour operations or travel agency contexts.

You can involve employers in the delivery of this unit if there are local opportunities to do so.

Approaching the unit

All learning aims in this unit and parts of the set assessment require learners to carry out extensive, independent research in order to source, record and utilise relevant information. You should include guidance sessions on how to research effectively using reliable sources, maintain records of sources used and understand the value of bookmarking useful websites.

Learning aim A is very much focused on learners being able to use different sources to research and locate worldwide travel and tourism destinations and their features. While it is usual to conduct internet research and use apps, learners should be encouraged to use resources other than technology for learning aim A1. You may need to go back to basics in terms of developing tasks to enable learners to use atlases, maps and timetables effectively and independently. Access to a suitable supply of resources will be needed to allow this to take place.

There are numerous interactive geography websites that can be used to test geographical awareness of different continents, countries, destinations and geographical features. Some of these allow you to design your own tests and could be used to consolidate learning (see the Resources section at the end of this document).

Having gained an awareness of the geographical features of destinations, learners will progress to exploring the features that may contribute to the appeal of worldwide travel and tourism destinations for different types of tourism and tourist activities in learning aim A2. The A1 and A2 learning aims are relevant to many roles within the travel and tourism industry, including travel agents, tour operators, cruise operators and tourist boards. You should make appropriate links to career opportunities during delivery.

Learners will use research skills extensively to source relevant information on worldwide travel and tourism destinations. Websites are too numerous to recommend, but you should direct learners towards reliable official information sources, such as tourist boards, and discourage them from using Wikipedia as a source of information on destinations.

If the unit delivery coincides with a major tourism exhibition such as World Travel Market and World Travel Expo, this would give learners an excellent opportunity to collect information on destinations while experiencing the excitement of the event and the vibrancy of destination marketing from around the world.

A wide range of destination guides is available on YouTube. Used selectively, short professionally produced video clips from companies such as Expedia and Lonely Planet, along with experienced

travel vloggers (see Resources), can support and enhance delivery, highlighting key features and the appeal of destinations in brief snapshots.

Learning aims B and C are most closely linked to the roles of travel agents and tour operators in terms of planning travel and creating itineraries to meet specific customer needs. Some employer engagement could enhance delivery of these learning aims in the form of a visit to a local tour operator, or possibly a guest speaker from a local travel agency, who may be able to support delivery with guidance on itinerary planning and meeting customer needs.

To help learners prepare for the set assessment, you should make the delivery of learning aims B and C as practical as possible and base activities around vocational scenarios, addressing different customer needs and transport options. Practice makes perfect, and learners should be given plenty of opportunities to make decisions on the suitability of travel plans, transport routes and itineraries for a variety of customer types. They should also have the opportunity to create and cost them. Where possible, you could ask learners to collect itineraries from friends or relatives who have been on holiday to use in class, or request examples from any guest speakers or local travel agents. Transport provider websites are easy to find using search engines and through flight finder websites such as Skyscanner (see Resources).

In preparation for delivering learning aim D, you should build up a library of news articles featuring issues and events that are influencing global travel and affecting the popularity of destinations. TravelMole and the Travel Trade Gazette (TTG) website are useful sources of daily online news updates (see Resources). In addition, learners will need to access secondary sources to enable them to examine tourism data on visitor numbers, international tourist arrivals and national tourism earnings for D1 and consumer trends in D2. They would be best advised to access government websites, international tourism agencies and The World Tourism Organization (UNWTO) for reliable data (see Resources). Learners will need guidance on how to research, interpret, analyse and evaluate data on travel and tourism. While many market research reports are a paid-for resource, free articles can be found through search engines.

To stimulate your learners' interest, you could set up a 'Breaking News' board in the main teaching room or on your intranet where learners could also be encouraged to post articles on events that are affecting travel to and in different areas.

Throughout delivery of the unit, you should take advantage of any international current events, sporting events, films and documentaries to develop destination awareness and generate interest in what those destinations have to offer visitors or how they might be affected by events.

It is recommended that you make time within your delivery to discuss topical events or issues affecting the travel industry whenever they happen rather than waiting until the appropriate point in the scheme of work. This might include severe weather events, natural disasters, new destinations being opened up, and economic and political factors, including acts of terrorism. Seize those opportunities to make your delivery current. Learners will benefit from following events and their aftermath in real time and will gain a greater insight into how the popularity of worldwide travel and tourism destinations may be affected.

Some learning aims in this unit overlap with other units in the qualification. You should coordinate delivery to ensure the content of both units is addressed in a complementary way, fully meeting the delivery requirements of the respective units, without undue repetition.

In preparation for the set assessment, learners will need to be given opportunities throughout the delivery to manage their time effectively while conducting time-constrained focused research. They will need guidance and the opportunity to improve and practise effective research, knowing how to dissect, interpret and extract relevant information from their research and producing concise notes. They also should be given opportunities to develop skills of analysis and evaluation.



Assessment guidance

The unit is assessed under supervised conditions. The task can be taken in more than one supervised session/more than one timetable period to complete the activities in the task – including time to gather your research.

During the supervised assessment session, learners will be given three set tasks. These will assess their ability to: evaluate how features of a worldwide travel and tourism destination support one type of tourism or tourist activity; evaluate the suitability of travel itineraries in meeting the specified needs of customer; and assess learners' ability to evaluate the key factors that have influenced the changing popularity of worldwide travel and tourism destinations. Pearson sets the assessment, which will be marked by centres according to a given mark scheme supplied by Pearson.

To fully prepare learners for the nature of the set assessment, you should:

- develop learners' ability to extract relevant information through independent research and produce concise preparatory notes
- give learners opportunities for practice assessments for each learning aim using a similar format to the set assessment
- develop learners' evaluative skills and practice making justified recommendations
- arrange a full practice assessment.

Sample Assessment Materials (SAMs) are available to help you prepare learners for assessment. These could be used as a practice assessment.

Getting started

This gives you a starting point for one way of delivering the unit. Activities are suggested to assist in preparation for the set assessment.

Unit 2: Worldwide Travel and Tourism Destination

Introduction

In the delivery of this unit, there is the opportunity for you to inspire learners who want to learn more about destinations around the world, how to reach them, how to plan travel, and also develop their awareness of the trends and factors that have an influence on the changing popularity of destinations. You should explain the relevance of the unit and why knowledge of worldwide travel and tourism destinations will be a great advantage when considering many career options in the travel industry and to open their eyes to gap year and personal travel opportunities. The unit delivery can only touch on a proportion of worldwide travel and tourism destinations. You should encourage your learners to broaden their research and take an active interest in what destinations around the world have to offer different kinds of visitors.

You could approach this unit in a number of ways. However, the unit has been structured to develop and build on underpinning knowledge, starting with geographical awareness and progressing through appeal, travel options and travel planning, culminating with the effect of consumer trends and factors on the changing popularity of destinations. It is likely that once the underpinning knowledge and understanding has been addressed for each learning aim, you could give learners a number of tasks and challenges that test their understanding.

There is the opportunity for collaborative working. However, due to the nature of assessment of this unit, it is beneficial for learners to be given the opportunity to regularly attempt challenges individually, similar to those they will encounter in the set assessment.

You should ensure learners have plenty of opportunities to develop their research skills during the course of the unit to prepare for set assessment. They should be guided on the need for effective research and to only select the most reliable sources of information for the given tasks. Also, give guidance on how to keep clear records of how useful they were, bookmarking useful websites.

Learning aim A – Understand how location and features can contribute to the appeal of worldwide destinations and the types of tourism and activities they support

- Learning aim A helps to give a foundation for the unit by ensuring learners develop a geographical awareness of the world. Some visual stimulus is a good way to stir up interest in this learning aim; iconic images of destinations and a short quiz will create some initial impact. Sharing awareness of worldwide travel and tourism destinations through personal experiences and making links to future career aspirations will help to make the learning aim relevant from the outset.
- You could encourage learner involvement by including a short 'Spotlight' session on a worldwide travel and tourism destination in each lesson during delivery of learning aim A1. Learners could take it in turns to source and present a short professionally produced video clip (maximum 5–6 minutes) and discuss the destination with the group. The destinations could be chosen by learners or by you to tie in with the theme of the session and to generate a short learner-led discussion about key features that give the destination its appeal.
- Learning aim A1 is designed to ensure that learners have a geographical awareness of the world, relevant to the travel and tourism industry. This could be introduced by exploring continents and countries in relation to the equator, tropics, poles and lines of latitude before continuing with specific locations in relation to position and features. You could develop learners' ability to use atlases efficiently through practical tasks.
- Learners could be given a folder with a blank A3 map of each continent to be populated during various activities in learning aim A. Alternatively, electronic versions of maps could be maintained; or they could create classroom displays that would give an easy point of reference.



- Moving on to the second content area of learning aim A, you could begin by setting practical tasks for learners to interpret climate charts and recognise how seasonal variations impact on the appeal of destinations in the northern and southern hemispheres.
- Continuing with the second content area of learning aim A, you will need to develop learners' research skills to identify how natural and built attractions and tourist facilities contribute to appeal. You should set different tasks in vocational contexts, directing learners to research a varied range of destinations in both the northern and southern hemispheres.
- Once learners have gained an understanding of the features that may contribute to the appeal of worldwide destinations, they can begin to apply this knowledge to different types of tourism and associated tourist activities. There are many ways to approach this. Learners could work in small groups or pairs, with each group/pair to research a different type of tourism and tourist activities. They could give a presentation supported by posters or visual aids to show different worldwide travel and tourism destinations that would appeal to visitors for that type of tourism. Alternatively, you could give learners different countries such as Thailand, South Africa and Spain and ask them to research the many different types of tourism that are available there. Whichever approach is used, all types of tourism as given in the unit content should be covered including associated tourist activities. Learners should also consider the destination features that are needed to support these types of tourism and activities.
- To conclude learning aim A, it would be useful to give learners the opportunity to complete a practice assessment set along the same lines as the SAMs – for instance, to be completed in two parts: research some features of a destination; and then give a set task linking features to different types of tourism and tourist activities. Learners will benefit from your feedback and peer assessments, as well as the opportunity to reflect on their performance.

Learning aim B – Explore international gateways and transport options to access worldwide destinations

- Learning aim B could be approached by combining learning aims B1 and B2 for air, road, rail and sea in turn and looking at international gateways, hubs, facilities and providers of each mode.
- You could start with an introduction to airport facilities and codes, with practical tasks being developed for learners to identify the advantages and disadvantages of different air carriers. Learners will need to be confident when using airline and airport websites for assessment, and you should include homework or support sessions, as appropriate, to develop confidence and accuracy when navigating aviation websites.
- Continuing the different transport themes, rail could be explored through research into rail termini. You could introduce learners to different types of rail operators worldwide and ask them to develop their knowledge by researching a luxury train operator and a budget equivalent as well as a high-speed rail operator offering scheduled services between capital cities. A display will enable them to present their research effectively, and to learn from other learners through a quiz.
- Learners need to differentiate between ferry and cruise operators, and separate sessions are recommended. One way to approach ferry ports and operators is for learners to identify the ports for popular ferry routes on a map and then respond to a customer enquiry for detailed information about a particular route. Self-drive using ferries is still a preferred method of transport for some customers, and you should encourage learners to recognise their attraction.
- Showing a short promotional video clip of a cruise ship can spark learners' interest in the cruise sector. You could follow this with a visual introduction to different types of cruise companies and set tasks for your learners aimed at locating cruise areas and ports and identifying port facilities as well as different itineraries. You should ensure the tasks set would allow learners to research broadly across different cruise areas of the world. Cruising is one of the most consistently growing sectors of the travel industry and you could give learners an insight into future port facilities such as studying the Port of Miami's development plans.
- You may need to use a local example that learners are familiar with to introduce them to integrated transport systems. Directed research into a destination such as Rio de Janeiro will help them to see the

benefits of an integrated system and enable them to identify other worldwide travel and tourism destinations with integrated systems.

- Learners will already be familiar with bus companies and local transport services, but you should introduce them through research to safaris, expeditions and overland coach operators. This will enable them to compare the different types of transport providers for road travel.
- To bring together the different components of learning aim B2, you could set learners a task to plan a journey using different types of transport providers. This will enable them to identify the advantages and disadvantages of the travel routes and the transport providers.

Learning aim C – Investigate the suitability of travel plans and itineraries to meet the needs of specified customers

- Learning aim C is very practical, and you should give learners plenty of opportunities to become experienced in dealing with enquiries in vocational contexts, planning travel and creating itineraries to meet the needs of different types of customers. You should also provide learners with prepared itineraries and travel plans, and design which they can use also to assess their suitability for different customers. You should allow for as much variety as possible in terms of customer profiles and travel preferences in order to expand research opportunities.
- Learning aim C1 should be introduced at an early stage during delivery of learning aim C, as the ability to identify the specific needs of customers is fundamental to planning, costing and creating itineraries and plans. You could give learners images of different types of customer to identify specific needs before developing customer profiles to determine how well specific travel providers cater for their needs.
- To support the whole of learning aim C, you should explore opportunities to engage with a local independent travel agency that may be willing to give learners a training session on the procedures and complexities of itinerary planning for the differing needs of customers. This could be done in person or via Skype. You may need to brief learners to ask questions to help identify best practice.
- Learners will already have been using a variety of information sources during learning aims A and B. Approaching learning aim C3, you should direct learners towards sources relevant to travel planning, both electronic and paper-based, and guide learners in their use, enabling them to identify the advantages and disadvantages of different sources. You could offer to relieve local travel agents of excess copies of brochures from the previous season, as these will be useful for practical classroom activities.
- Continuing with learning aim C3, some learners may find time zones difficult. You could start with basic time zones, consolidating delivery with worked examples of time differences and calculating elapsed flying times. You could then develop in complexity across the International Date Line, east to west and west to east, and calculate elapsed flying times. Learners will need plenty of practice to develop their knowledge, confidence and accuracy.
- Further to learning aim C3, you could develop learners' ability to select flights that meet customer needs by demonstrating a worked example before giving learners customer enquiries in a travel agency context. Try to steer learners towards popular airlines with customer friendly websites that are easy to navigate. Learners should be encouraged to bookmark popular sites.
- To conclude learning aim C3, you could ask learners to research travel advice. Most national governments provide guidance for their citizens about safety and security issues to be considered when visiting worldwide travel and tourism destinations; additionally, travel warnings against travel to some destinations or areas will be issued. Where possible, learners could share their experiences of security measures on-board aircraft and in airports before completing research and studying official publications such as those produced by government departments responsible for the aviation industry and safety of passengers at a national and worldwide scale. When assessing risk, learners will find numerous 'safest airline' websites, but should be wary of the reliability of some of the criteria used to determine safety. To consolidate learning, learners could respond to a communication from a nervous traveller and offer travel advice.



- You could introduce learning aim C4 by ensuring learners understand the terminology within the unit content. You could continue by setting practical costing activities to identify all cost components and calculate total costs, applying discounts, supplements and converting currency. While brochures are a useful resource for identifying what is included, very few companies now publish prices; learners will need to use websites to find details of supplements, discounts, etc.
- To conclude learning aims B and C, you could set learners a time-constrained task along the same lines as those in the SAMs. Formative feedback will support learners' preparation for assessment.

Learning aim D – Examine the popularity of worldwide destinations

- You could introduce learning aim D, and D1 specifically, by presenting learners with a case study on a worldwide destination that has experienced a decline in popularity, such as Egypt, providing learners with data on international tourist arrivals over time, tourism earnings and numbers employed in travel and tourism to demonstrate how popularity has decreased.
- You could then follow this by asking learners to identify different factors that may affect the changing popularity of destinations, followed by a presentation. Learners could then be prompted for other current and recent examples.
- There are opportunities here for learners to work together to source reliable websites and other sources that can provide data on international and national tourist arrivals.
- You could introduce learning aim D2 by asking learners to research entry/visa requirements and travel restrictions for specific worldwide travel destinations. They need to understand that governments around the world have their own individual entry requirements for overseas visitors, depending on their country of origin. A useful starting point for research is the World Travel Guide but learners could also access government websites such as, in the US, the Bureau of Consular Affairs and, in the UK, the Foreign & Commonwealth Office (FCO) website (see Resources). National tourist board websites may give an insight into the factors that help to encourage visitors to a destination, such as tourism policy, target markets and promotion. You could ask learners to research named destinations in small groups or keep an eye on adverts in national papers travel sections and TV – e.g. Turkey – and how they use promotion to attract visitors. Learners should share their findings to determine how governments can influence the popularity of a destination.
- Safety and security are very topical, and you could consider a separate session on this issue with learners being asked to analyse relevant articles on terrorism and other safety and security threats, and how they can influence the changing popularity of specific destinations.
- It would be useful at this point to introduce some activities to develop learners' skills of analysis and evaluation by using notes prepared during previous sessions and developing them to produce an evaluation of the potential effect of political factors on the changing popularity of a destination.
- Content area 'economic factors' in D2 could be introduced by asking learners to research the cost of visiting a given worldwide travel and tourism destination using the Post Office website, which publishes 'city costs' and barometers (see Resources) comparing worldwide destinations and then share their findings. You could give learners practical activities to address how currency fluctuations may affect the changing popularity of destinations, for instance using conversion charts and data on the rates between key currencies.
- Having the whole class focus on the accessibility and availability of one destination could be a good way to address the third element of learning aim D2. The choice of destination is important, and a developing destination such as the Cape Verde islands could provide scope for research, with opportunities to see how the destination has developed its accessibility and infrastructure, and the possibility of identifying areas for further development. A contrasting destination such as Dubai could be used to highlight the importance of accessibility.
- In preparation for the set assessment, you could include a time-constrained preparation for assessment session to research, prepare notes and produce a one-page article analysing the effect of accessibility and availability on the changing popularity of one destination.
- Learners will be aware of natural disasters from news coverage. A slide show could be used to introduce them to the scope of natural disasters for this content area of D2. A brief presentation on the

causes of natural disasters could help them to see the links between them. Focusing one session on volcanic eruptions in a destination such as Iceland can be a good way to stimulate whole-class discussion on how this can affect the changing popularity. A separate session could be used to focus on countries prone to tsunamis and earthquakes, with research into the effect of major earthquakes in recent years and the effect they could have in the future.

- To introduce the next element of learning aim D2, you could have a discussion with learners about possible health and safety concerns that some travellers may have. You could ask them to research and compare possible risks between two different destinations and consider how these could affect the popularity of both. Learners could prepare checklists of precautions for different scenarios to gain an understanding of the risks and potential severity especially in countries where healthcare and medical facilities may not be fully developed.
- A video clip showing holiday trends in the 1960s can provide an interesting talking point to kick-start your delivery for the last topic in learning aim D2.
- You should keep up to date with changing consumer trends in order to make your delivery current. You could introduce learners to secondary sources such as international reports on travel trends to help identify current trends. Having identified trends, learners could conduct research into how specific trends could potentially affect the changing popularity of global destinations.
- To prepare learners for the set assessment, you could ask them to use notes to write an article that explains each consumer trend and give examples of destinations/holidays that would appeal – e.g. Cuba and 'nostalgia'. Formative feedback should be given on writing style and content to identify areas for development. Reference to the SAMs will help to set tasks.
- Preparation for assessment sessions are recommended to consolidate learning for learning aims D and prepare learners for the set assessment. Adopting a similar format to the SAMs will allow learners to put their research and time management skills to the test and to develop their skills of evaluation.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- *Unit 1: The Travel and Tourism Industry*
- *Unit 4: Customer Service in Travel and Tourism*
- *Unit 6: Specialist Tourism*
- *Unit 7: Sustainable Tourism*
- *Unit 8: The Airport Experience*
- *Unit 10: Global and Domestic Passenger Transport*
- *Unit 16: My Country as a Tourist Destination*
- *Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism*

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Travel and Tourism. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Dale Gillian (2019), *BTEC Nationals Travel & Tourism Student Book + Activebook*, Pearson Education Ltd (ISBN 9781292187754) – provides useful background reading on worldwide destinations and factors affecting the travel industry

World Travel Atlas (11th edition; 2010), Columbus Travel Media (ISBN 9780956606600) – a reference tool with clear, accurate and topical worldwide travel and tourism information, useful for training in the travel industry; contains a conventional set of world map plates and numerous focus maps showing areas of particular interest to tourists

Websites

Destination and travel websites are too numerous to recommend and will vary according to destinations and travel options selected, but here are some suggested links.

For useful data, go to the UNWTO website (United Nations World Tourism Organization, a United Nations agency that is concerned with promoting sustainable, responsible and accessible tourism worldwide) – search for ‘tourism highlights’

For travel trend reports, go to the ABTA website and search for ‘ABTA travel reports and trends’ – these annual reports highlight changing consumer trends, motivating factors and factors affecting the changing popularity of destinations

For information and videos on the appeal of destinations, go to the World Travel Guide website

For information on destinations and destination guides, go to the British Airways website and search ‘destination travel guides’

For destination guides and videos to support delivery on the appeal of worldwide travel and tourism destinations, go to the Columbus Travel Media website

For researching travel, accommodation and attractions, go to the Expedia website

For identifying locations online and supporting geographical awareness, use the Google Earth website

For official UK government foreign travel advice, including up-to-date information on travel restrictions to different countries, visas, safety etc., use the UK government website and search for ‘Foreign & Commonwealth Office’

For information on safety and security for worldwide travel, extensive listing of specific needs of customers, advice for travellers to the United States, also destination guides and details of entry requirements for worldwide destinations, use the US government travel website

For interactive geography tests that can be pre-set or to create your own tests to complement delivery, use the Lizard Point website – search for 'Lizard Point geography'

For information and videos on the appeal of destinations, use the Lonely Planet website

For comparing flight options for selected routes, use the Skyscanner website

For travel industry bulletins and breaking news, use the TravelMole website

For authoritative news on events affecting the travel industry and education's features on destinations, use the Travel Trade Gazette (TTG) website

For reports on travel trends, destination guides and new developments, use the Conde Nast Traveller website

For destination guides for Virgin Holidays, use the Virgin Holidays website

For data on currency exchange rates, currency converter, costs of visiting worldwide destinations, comparisons of costs in annual 'holiday costs barometer', use the UK Post Office website

For case studies of developing worldwide destinations, access and infrastructure, political and economic factors, use the Travel Foundation website

For travel advice relating to health issues, updates, vaccines, use the World Health Organization website

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.